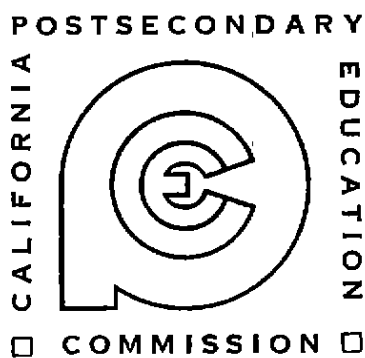


**Preliminary Report  
on the  
High School Curriculum Survey  
of the  
1983 Eligibility Study**



**California Postsecondary  
Education Commission**

PRELIMINARY REPORT ON THE HIGH SCHOOL CURRICULUM SURVEY  
OF THE 1983 ELIGIBILITY STUDY

A Staff Report to the Commission



CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

1020 Twelfth Street, Sacramento, California 95814

Commission Report 84-5  
January 1984

## CONTENTS

	<u>Page</u>
INTRODUCTION	1
The Survey Population	1
Response Rate	2
Student Population of the Responding Schools	3
PUBLIC HIGH SCHOOL CURRICULA AND UNIVERSITY OF CALIFORNIA COURSE REQUIREMENTS	4
Extent Curricula Meet University Admission Requirements	6
Extent Curricula Meet 1986 University Admission Requirements	6
Number of Periods in Regular School Days	7
Changes in A-F Course Offerings	8
Changes in Number of Counselors and Educational Information Opportunities	9
PRIVATE HIGH SCHOOL CURRICULA AND UNIVERSITY OF CALIFORNIA COURSE REQUIREMENTS	9
Extent Curricula Meet University Admission Requirements	11
Extent Curricula Meet 1986 University Admission Requirements	11
Changes in A-F Course Offerings	11
CONCLUSION	12
APPENDIX: High School Curriculum Survey Form	13

## TABLES

	<u>Page</u>
1. Response Rate to the High School Curriculum Survey by Type of School as of January 6, 1984	2
2. Comparison of Responding Schools by Alternative Classification of School Type	2
3. Sex and Ethnicity of All 1982-83 High School Graduates and All Public School Graduates in the Current Sample and of 1980-81 Public School Graduates	3
4. University A-F Classes as a Percentage of Curriculum in Public Regular High Schools, 1982-83	5
5. Number of Periods Offered by Regular Public High Schools at Each Grade Level	7
6. Schools Adding and Deleting A-F Courses in the Past Three Years and in the Current Year	8
7. Sex and Ethnicity of 1982-83 Private High School Graduates in the Current Sample	10
8. Number of Private High Schools Adding or Deleting A-F Courses in the Past Three Years and in the Current Year	11

## PRELIMINARY REPORT ON THE HIGH SCHOOL CURRICULUM SURVEY OF THE 1983 ELIGIBILITY STUDY

### INTRODUCTION

The primary task of the Commission's 1983 High School Eligibility Study is to estimate the percentage of California's 1982-83 high school graduating class eligible under current admission standards to enroll as first-time freshmen at the University of California and the California State University. In addition, the study seeks to estimate student eligibility in terms of student sex, ethnicity, and -- to the extent reliable statewide supporting data can be obtained -- other demographic characteristics. A random sample of student transcripts drawn from the 1982-83 graduating class provides the basis for making these estimates.

To provide precise information about the size and composition of the 1982-83 graduating class in order to compute these estimates, as well as to document the extent to which existing high school curricula meet the University of California course requirements for admission, the Commission initiated a High School Curriculum Survey as Part One of the study. This report describes the results of this survey as of January 6, 1984. With receipt of further survey responses, the results will be updated prior to publication of the overall Eligibility Study Report

### The Survey Population

The sampling design of the Eligibility Study established the high school as the basic sampling unit. To be included in the population for the study, high schools had to (a) provide instruction through the 12th grade level, (b) be the primary source of diplomas for students who completed their graduation requirements, and (c) graduate at least one student between September 1982 and August 1983.

To identify schools, Commission staff obtained from the State Department of Education a list of all public and private regular day high schools, continuation schools, evening and adult schools, and Community Colleges offering secondary school course work. Using the three criteria noted above, certain types of secondary institutions -- among them Regional Occupation Centers and Programs, juvenile court schools, and homestudy institutions -- were eliminated from the study. While the identities of some of these schools were obvious from their names or identification codes (CDS numbers), others were identified only through the responses of district and school personnel on the Curriculum Survey form, reproduced in the Appendix on pages 13-16. Additional schools that were subsequently deleted from the study's populations included those that had closed, been combined with other schools, provided only GED programs rather than diploma programs, or had no graduates in 1982-83. By these means, 249 schools have been deleted from the original list, leaving a population for the study of 1,948 schools.

## Response Rate

As of January 6, 1984, 72 percent of these 1,948 schools had responded to the Commission's Curriculum Survey. Table 1 presents the response rates of four school types designated by the State Department of Education in its original list. As can be seen, 84 percent of the regular public high schools and 87 percent of the Community Colleges have responded, compared to 77 percent of the nontraditional public schools and 48 percent of the private schools.

**TABLE 1** *Response Rates to the High School Curriculum Survey by Type of School as of January 6, 1984*

	Schools Originally Surveyed		Schools Responding		Percent Responding
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	
Public, Regular	836	42.9%	704	50.2%	84.2%
Public, Nontraditional	542	27.8	417	29.5	76.9
Private	555	28.5	268	18.4	48.2
Community College	15	0.8	13	0.9	86.7
TOTAL	1,948	100.0%	1,402	100.0%	72.0%

Source: California Postsecondary Education Commission High School Curriculum Survey.

**TABLE 2** *Comparison of Responding Schools by Alternative Classification of School Type*

Self-Reported Classification	Original State Department of Education Classification			
	<u>Public Regular</u>	<u>Public Nontraditional</u>	<u>Community Colleges</u>	<u>Private</u>
Public, Regular	657	10		1
Public, Nontraditional	46	395	4	
Community College	1	2	10	
Private	1			270
Other	7	9		11

Source: California Postsecondary Education Commission High School Curriculum Survey.

Among the 1,402 responding schools, respondents at 92 schools differed from the State Department designations of their school type, as noted in Table 2. In reporting the results of the Curriculum Survey, the Commission staff has used the respondents' own designation of their school type rather than the Department's category as the most pertinent and consistent classification for organizing the data from the schools.

### Student Population of the Responding Schools

One of the specific objectives of the High School Curriculum Survey has been to provide precise information about the size and composition of California's 1982-83 high school graduating class. With an overall response rate of 72 percent, an obvious concern is how well students from this sample of schools represent the full graduating class. Because no alternative sources of data exist that describe the size and composition of the class -- including data on nonresponding schools that might be compared to data from respondents -- the representative nature of the current sample can only be estimated through comparing it with earlier graduating classes.

While the Commission's survey asked schools to indicate the composition of the graduating class by sex and ethnic group, staff at approximately 2 percent of the schools declined to respond to one or both of these categories. Table 3 compares the sex and ethnicity of all graduates and of all public school graduates for whom usable survey data has been received with the same characteristics of 1980-81 public school graduates as reported by the State Department of Education and published in the December 1983 Commission report, *College-Going Rates*. As can be seen, the distribution of men and women between the two years has remained relatively stable. While the number

**TABLE 3** *Sex and Ethnicity of All 1982-83 High School Graduates and All Public School Graduates in the Current Sample and of 1980-81 Public School Graduates*

	1982-83 Sample of Graduates				1980-81 Graduates
	All Schools		All Public Schools		All Public Schools
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Percent</u>
Men	117,014	49.5%	105,270	49.6%	49.1%
Women	119,572	50.5	106,869	50.4	50.9
Number of Schools	1,375		1,128		
White	152,515	64.4	140,866	64.5	69.0
Black	24,498	10.3	21,515	9.8	8.2
Hispanic	41,285	17.5	38,650	17.7	15.7
American Indian	1,714	0.7	1,629	0.7	0.7
Asian	13,237	5.6	12,568	5.8	5.1
Filipino	3,604	1.5	3,287	1.5	1.3
Number of Schools	1,382		1,108		100

Source: California Postsecondary Education Commission High School Curriculum Survey and Report 83-32, p. 9.



of women graduating from high school continues to be slightly greater than men, the difference in their proportional representation is somewhat smaller in 1982-83 than in 1980-81. In contrast, ethnic minorities comprise a noticeably larger proportion of the 1982-83 sample of graduates than was the case in 1980-81. Hispanics, Blacks, and Asians have increased their representation substantially, while the percentage of white students has dropped to 64 percent of the sample, compared to 69 percent of the graduates two years earlier.

Changes in the composition of California's high school graduating classes between 1980-81 and 1982-83 had been expected, given the more general demographic trends recently taking place in California. Like the population in general, graduating classes have been becoming more ethnically diverse, with the proportions of Black and Hispanic graduates increased substantially. However, with 28 percent of the schools not yet reporting, only a significant improvement in the response rate will provide an unequivocal answer to the question of representativeness of the current sample. Despite this missing data, the congruence between the proportional composition of the existing 1982-83 sample and the 1980-81 class is sufficiently high to suggest that the sample is a generally reliable data base upon which subsequent analyses may be performed without fear of extreme sampling bias. However, the results of these analyses at this time should be interpreted with caution.

## PUBLIC HIGH SCHOOL CURRICULA AND UNIVERSITY OF CALIFORNIA COURSE REQUIREMENTS

In developing estimates of student eligibility, previous eligibility studies have assumed that all California high school students had an equal opportunity to enroll in the so-called A-F courses required for admission to the University of California. One of the objectives of the 1983 Curriculum Survey has been to investigate the validity of this assumption. In order to do so, nine of the 17 questions on the survey form dealt with the compatibility of each school's curriculum with the University's A-F course requirements.

Preparing students for college entrance is a major educational objective for comprehensive, regular public high schools and for a large number of private high schools, but it is not a relevant mission of most continuation schools, adult and evening schools, or Community College high school diploma programs. Because general State educational policy and institutional responsibility regarding University admission is a fundamental issue of the study, this section of the report on public high schools focuses only on the responses of the 668 schools that identify themselves as regular public high schools. (Results for private high schools appear in the final section, but differences in response rates preclude comparative analyses between public and private schools.)

Even though college preparation is an important objective of all these schools, it does not represent the majority of their curricula, as Table 4 indicates. For nearly three-quarters of the schools, A-F courses compose between 21 and 50 percent of their total curriculum. For the remaining one-quarter, schools are divided nearly equally between those for whom A-F courses comprise 20 percent or less of their curriculum and those whose curriculum contains over 50 percent A-F courses. While only about 6 percent of California's high school graduates, on the average, enter the University of California directly as first-time freshmen, nearly 20 percent enter one of the State's public or private four-year institutions and another 40 percent enter Community Colleges. These courses serve as good preparation for any students interested in continuing their formal education.

**TABLE 4** *University A-F Classes as a Percentage of Curriculum in Public Regular High Schools, 1982-83*

A-F Classes as Percent of Curriculum	<u>Schools</u>	
	<u>Number</u>	<u>Percent</u>
20 or less	86	14.5%
21 - 30	169	28.5
31 - 40	174	29.3
41 - 50	89	15.0
51 - 60	42	7.1
61 - 70	19	3.2
71 - 80	10	1.7
More than 80	4	0.7
Number of Schools	593	88.8%

Source: California Postsecondary Education Commission High School Curriculum Survey.

## Extent Curricula Meet University Admission Requirements

Because students are required to complete specific types of courses in order to be eligible for admission to the University, school officials were asked if any interested students at their schools had been turned away from particular A-F courses because their schools were unable to provide sufficient numbers of classes (Question 6). Staff at 17 percent or 114 of the 668 schools responded that their school offered insufficient classes in one or more A-F course areas. These 114 schools served approximately 15 percent of the sample's 1982-83 graduates. They are located in both urban and rural areas rather than predominately one or the other. Among the 21 counties in which a disproportionate number of schools cited insufficient A-F classes, five are largely urban or suburban, such as Los Angeles and Contra Costa, and 16 are primarily rural. The graduates of these schools tended to include a somewhat higher proportion of Hispanic students and a lower proportion of white and Black students than the overall sample.

The courses in which these schools most commonly reported insufficient classes are foreign languages (49.1% of the schools), laboratory sciences (30.7%), and advanced mathematics courses beyond introductory algebra and geometry (26.3%). Because enrollment in these courses will continue to be important in allowing University-bound students to fulfill their basic and elective course requirements, this problem of insufficient class offerings appears to be one requiring attention.

Are alternative means available by which these students can take such courses? Among the 114 schools, 72 percent indicated that they had established cooperative arrangements with other institutions to permit their students to take these courses. Their most prevalent arrangement, reported by 65 schools, was with local Community Colleges. Two other common arrangements involving either other high schools or nearby four-year colleges or universities, were both reported by 17 schools.

This information on available A-F courses will be important in the Commission's analysis of student eligibility during Part Two of the study by allowing comparisons of University eligibility estimates among three groups of schools -- those reporting no difficulty providing A-F courses, those participating in cooperative arrangements in resolving the difficulty, and those with difficulty and no involvement in any cooperative arrangement.

## Extent Curricula Meet 1986 University Admission Requirements

While the ability of California's public regular high schools to provide A-F courses for entering freshmen at the University in Fall 1983 have crucial implications for the 1983 Eligibility Study, the schools' ability to meet the University's expanded A-F requirements for 1986 freshmen has significance for all currently enrolled University-bound students. The 1986 requirements include an additional year of mathematics, an additional year of college-preparatory electives, and the stipulation that at least seven of the required 15 units of work must be taken during the last two years of high school.

Over half of the State's regular public high schools responding to this question (326 serving 47 percent of the 1982-83 graduating class) reported that they expect some difficulty in providing additional classes to meet these requirements. Two-thirds of those having difficulty under the 1983 requirements anticipate problems in meeting the 1986 requirements, while 45 percent of those schools citing no problem with the 1983 standards expect some difficulty with the 1986 requirements.

The schools anticipating difficulties for 1986 differ from those experiencing difficulty in 1983 both in composition of their graduating class and location. The proportion of Black students in the graduating class is somewhat higher, while it is lower for Hispanic students. Only half of the 20 counties in which they are concentrated are the same as those with current problems, and an even greater proportion of these counties -- 17 out of 20 -- are rural.

The subject areas in which these 326 schools expect difficulties are advanced mathematics (40.8 percent), laboratory sciences (33.4 percent), fine arts (31.9 percent) and foreign languages (21.8 percent). Nearly 60 percent of the schools, which include 80 percent of the graduates from these 326 schools, are currently involved in cooperative arrangements with other educational institutions. Changes in curricula, cooperative arrangements, school finance, teachers salaries, and articulation over the next three years will undoubtedly change the extent of these difficulties and arrangements, and so these data should be interpreted as only speculative.

#### Number of Periods in Regular School Days

One of the constraints that may affect students' ability to take classes in college preparatory courses is the number of periods offered by their school in a regular day. Among the 668 schools, as Table 5 illustrates, 16 percent of them offer five or fewer periods at the twelfth-grade level and 13 percent offer this few at the eleventh-grade level. These percentages increase by one percentage point for those schools that indicate they have insufficient classes in the A-F course areas, while those schools that expect difficulty providing sufficient classes for 1986 course admission requirements are twice as likely to offer five or fewer periods in their regular school day than other schools.

**TABLE 5** *Number of Periods Offered by Regular Public High Schools at Each Grade Level*

<u>Grade Level</u>	<u>Periods Per Day</u>		
	<u>5 or Less</u>	<u>6</u>	<u>7 or More</u>
9th	5.8	78.8	15.4
10th	6.4	79.8	13.9
11th	12.8	72.9	14.4
12th	15.8	70.2	14.2

Source: California Postsecondary Education Commission High School Curriculum Survey

## Changes in A-F Course Offerings

The high school curriculum is not static but undergoes constant change and revision in response to both internal and external demands and expectations, as illustrated in Table 6 which shows the numbers of schools adding and deleting courses by subject areas, in the last three years and in 1983-84 (Questions 11-14).

Between 1980 and 1984, responding schools have tended to expand and improve their curriculum. The areas most commonly expanded are English, advanced mathematics, and laboratory sciences. According to the respondents, the major impetuses for this increase have been student demand, desire for curriculum improvement, expansion of graduation requirements, and additional college admission requirements.

Ironically, two of these three areas -- English and laboratory sciences -- also experienced, along with foreign languages, the largest relative decline among all A-F offerings, even though both areas showed a net increase statewide. The only area to experience a net reduction statewide was foreign languages, with decrease in student demand cited as the major reason.

**TABLE 6** *Schools Adding and Deleting A-F Courses in the Past Three Years and in the Current Year*

<u>Subject Area</u>	<u>Schools Adding Courses</u>		<u>Schools Deleting Courses</u>	
	<u>In Last Three Years</u>	<u>In 1983-84</u>	<u>In Last Three Years</u>	<u>In 1983-84</u>
History	39	32	14	5
English	209	118	120	48
Elementary Mathematics	28	12	12	5
Laboratory Sciences	113	86	41	29
Foreign Languages	63	43	77	43
Advanced Mathematics	122	114	24	13
Social Sciences	81	71	16	10
Fine Arts	11	36	6	1
Number of Schools Responding	369	299	214	114

Source: California Postsecondary Education Commission High School Curriculum Survey.

The 114 schools that reported difficulty in providing adequate A-F classes added disproportionately fewer courses over the past three years than other schools in every A-F subject except history, social science, and fine arts. However, in 1983-84, these schools are disproportionately more likely to add courses in all these areas except in English. These schools also disproportionately account for decreased courses over the last three years, as well as currently, in all areas except history. Foreign languages is the only area among them to experience a net reduction over the four years.

As information becomes available from Parts Two and Three of the Eligibility Study, the relationships between these changes in curriculum, student eligibility, and students' post-high school activities will be explored further.

### Changes in Number of Counselors and Educational Information Opportunities

Just as curricular changes have significance for further exploration, so do issues related to counseling and availability of postsecondary education information (Questions 15 and 16). Among the 668 schools, 8 percent increased their number of full-time counselors over the past three years, but 44 percent decreased counselors -- at half of them by a "substantial" reduction -- according to respondents. However, respondents at one-third of the schools indicated that opportunities to learn about access to colleges had increased, while fewer than one-fifth felt such opportunities had declined. Of these latter schools, nine out of ten schools had also experienced a cutback in counseling staff. Among the schools where opportunities to learn about college had increased, a variety of alternative techniques and forums for information dissemination are being used, including expanded career- and college-day activities, use of outreach services and personnel from local colleges and universities, and use of teachers or classified personnel to provide counseling.

Changes in the number of full-time counselors or in the availability of information about college do not as yet appear to have any consistent relationship with other factors investigated in the Curriculum Survey, such as schools' ability to offer A-F course work, their involvement in cooperative educational arrangements, or changes in their A-F curriculum over the same three-year period. Thus, changes in counseling staff and information services seem to be relatively independent of curriculum changes. Nonetheless, further analysis of these factors and their relationship to student eligibility for University admission and student activities, choices, and students' perceptions of choices after high school will be undertaken and may provide the basis for further policy discussion.

### PRIVATE HIGH SCHOOL CURRICULA AND UNIVERSITY OF CALIFORNIA COURSE REQUIREMENTS

The 1983 Eligibility Study is the first of its type to examine the eligibility of graduates of private high schools as well as public schools for University and State University admission. Of the 556 private high schools surveyed,

268 (48.2 percent) had responded by January. Because this response rate is low and no comparable information about the size and composition of private schools' graduating classes is available from any other source, the following discussion is limited to a description of the responses from these schools, and, as such, generalizations or implications should not be drawn for all private schools or their graduates.

Private schools comprise 18.4 percent of the total sample of schools responding thus far to the survey, but because of their generally small enrollments, their graduates constitute only 8.1 percent of those included in the study. The sex and ethnic background of these graduates is listed in Table 7. These responding schools include proportionally more women and Blacks and proportionately fewer Hispanic, American Indian, and Asian students than that of graduates of public high schools in Table 3. These differences may be the result of extreme response bias and, therefore, should not be interpreted as indicating that private schools overall serve a different clientele than public schools.

Forty-five percent of the private schools responding to the Curriculum Survey thus far are nondenominational -- independent of a larger community or religious group -- while 54.8 percent are part of, or supported by, a broader community or religious group. In contrast to the majority of regular public high schools responding to the survey, which offer six periods per day, the majority of the private schools offer seven or more. By and large, the private schools emphasize college preparatory programs, in that A-F courses constitute more than 50 percent of the curriculum in 54 percent of them. In only 9 of the 268 (3.6 percent) are A-F courses only 30 percent or less of the curriculum.

*TABLE 7 Sex and Ethnicity of 1982-83 Private High School Graduates in the Current Sample*

Ethnic Group	1982-83 Sample of Private School Graduates
Men	46.7
Women	53.3
White	63.4
Black	16.3
Hispanic	14.4
American Indian	0.4
Asian	3.6
Filipino	1.7
Percent of Total Sample	8.1%

Source: California Postsecondary Education Commission High School Curriculum Survey.

## Extent Curricula Meet University Admission Requirements

Staff of 36 private schools or 13.5 percent report difficulty in providing sufficient classes in one or more A-F course areas during 1982-83. The two areas in which most of these schools were having problems were laboratory sciences and foreign languages, with advanced mathematics a distant third. Among the 36, 23 had established cooperative arrangements with other educational institutions to provide the full range of A-F courses for their students. Among all 268 of the private schools, nearly 40 percent had established such cooperative arrangements -- most commonly with Community Colleges.

## Extent Curricula Meet 1986 University Admission Requirements

Staff at 41 percent of the private schools indicate that they expect to have difficulty providing the additional A-F courses required for University admission in 1986 -- primarily in the laboratory sciences but also in foreign languages, advanced mathematics, and fine arts.

## Changes in A-F Course Offerings

Like public schools, the responding private schools have been changing and revising their A-F curriculum, as Table 8 shows. These schools were just as likely as public schools to be expanding their A-F course offerings, but they were relatively less likely to be reducing them. Most often cited as expanding were laboratory sciences and advanced mathematics, followed by English and foreign languages. Showing the relatively greatest decrease was foreign languages (even though among these schools it showed an overall net gain), followed by English and laboratory sciences.

**TABLE 8** *Number of Private Schools Adding or Deleting A-F Courses in the Past Three Years and in the Current Year*

<u>Subject Area</u>	<u>Added Courses</u>		<u>Deleted Courses</u>	
	<u>In Last Three Years</u>	<u>In 1983-84</u>	<u>In Last Three Years</u>	<u>In 1983-84</u>
History	14	17	2	1
English	57	32	18	6
Elementary Mathematics	19	10	2	1
Laboratory Sciences	64	44	14	8
Foreign Language	39	27	21	6
Advanced Mathematics	53	54	10	4
Social Sciences	20	10	2	1
Fine Arts	4	9	1	--
Number of Schools	144	120	51	50

Source: California Postsecondary Education Commission High School Curriculum Survey.



## CONCLUSION

While generalizations about all private high schools in California and their graduates cannot be made on the basis of these preliminary data, the data will nonetheless be valuable in exploring how the institutional characteristics of the responding schools interact with their students' eligibility and post-high school plans. Together with data from the public schools, they illustrate how the Curriculum Survey is helping achieve the broader objectives of the entire Eligibility Study. They also illustrate the limitations of the responses to date and the cautions that must therefore be exercised in their interpretation.

Efforts will continue to be made to expand the sample size of responding schools in order to improve the reliability of the Curriculum Survey results and the validity of conclusions drawn from them. A final report on the survey, to be included as part of the overall project report, will be prepared after the staff has exhausted all follow-up efforts to yield the largest representation possible of schools of all types.

## APPENDIX

### CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

#### HIGH SCHOOL CURRICULUM SURVEY OF THE 1983 HIGH SCHOOL ELIGIBILITY STUDY

This questionnaire is part of a statewide comprehensive survey of the eligibility of high school students for public universities. It looks at the capacity of California high schools to offer college preparatory courses that the University of California prescribes for admission. No data on individual high schools will be released, instead, only statewide and regional summary data will be reported. Information on your school is essential, however, for accurate conclusions and informed review of university admission policies, and thus your thoughtful and complete responses will be appreciated.

If you have questions, please telephone Jeanne Ludwig collect at (916) 324-4991.

If you would like to receive a copy of the final report from this survey, check here ☐

SCHOOL NAME \_\_\_\_\_

SCHOOL CDS CODE \_\_\_\_\_

#### SCHOOL DEMOGRAPHICS

*These four questions relate to the general nature of your school and its students.*

1 Which one of the following categories most accurately describes your school?

- |   |   |
|---|---|
| Public, regular <input type="checkbox"/>              | Community College high                              |
| Public, adult <input type="checkbox"/>                | school diploma program <input type="checkbox"/>     |
| Public, continuation <input type="checkbox"/>         | Private, nondenominational <input type="checkbox"/> |
| Public, evening <input type="checkbox"/>              | Private, denominational <input type="checkbox"/>    |
| Other <input type="checkbox"/> (Please specify _____) |   |

2 How many periods are in your regular school day for \_\_\_\_\_

9th grade students _____	11th grade students _____
10th grade students _____	12th grade students _____

3 How many of your students do you estimate will graduate during this 1982-83 school year?

TOTAL	_____
Male	_____
Female	_____
White	_____
Black	_____
Hispanic	_____
American Indian	_____
Asian	_____
Filipino	_____

4 How many students do you estimate will exit your high school during the 1982-83 school year by passing the California High School Proficiency Examination? \_\_\_\_\_

## SCHOOL CURRICULUM

*These next six questions seek to determine the degree to which schools' curricula include current University of California admissions requirements. They refer to classes approved by the University as fulfilling its "A to F" subject requirements for admission. (For an explanation of these subject requirements, please see the attachment, "University of California Freshmen Admission Policies, 1983-84 ")*

- 5 Please attach your 1982-83 Winter and Spring class schedules and the list of courses you offered that are certified as satisfying the A-F subject requirements for admission to the University of California

Approximately what percentage of your total course offerings do A-F courses represent?  
\_\_\_\_\_ %

- 6 Are there particular A-F courses for which you must turn away interested students because your school is unable to provide sufficient number of classes?  
Yes ☐ No ☐ (If yes, please indicate which courses and why )

- 7 If your school or school district is unable to provide certain courses necessary for University admission, have you established cooperative arrangements with other educational institutions, such as other schools, community colleges, public or private colleges or universities, or extension services, to allow your students to take these courses at those institutions? Yes ☐ No ☐ (If yes, please describe )  
\_\_\_\_\_  
\_\_\_\_\_

- 8 In which subject areas do you expect the greatest difficulty in providing additional classes for expanded University admissions requirements as stated in the attached "University of California Freshmen Admissions Policies Effective 1986" and why?

- 9 How much total additional financial support per year would you need to provide all of the A-F courses required by the University? \$ \_\_\_\_\_

- 10 How would you likely divide these additional resources among expenditure categories, in terms of percent?

Instructional salaries	_____ %
Support staff	_____ %
Administrative salaries	_____ %
Instructional supplies	_____ %
Instructional equipment	_____ %
Other (Please specify)	_____ %
	_____ %
	100 %

#### CHANGE IN CURRICULUM

*The next four questions ask about changes occurring in your high school A-F offerings and the factors causing these changes*

- 11 If your school has added A-F course offerings in the last three years, please indicate the subject area, course title, and reason for adding these courses

<u>Subject Area</u>	Course Title	Reason for Addition
---------------------	--------------	---------------------

- 12 Are you planning to add any A-F courses in 1983-84? If so, which courses and why?

<u>Subject Area</u>	Course Title	Reason for Addition
---------------------	--------------	---------------------

- 13 If your school has had to delete A-F courses in the last three years, indicate the subject areas, course titles, and reasons these courses were deleted

<u>Subject Area</u>	Course Title	Reason for Deletion
---------------------	--------------	---------------------

- 14 Are you planning to delete any A-F courses in 1983-84? If so, which courses and why?

<u>Subject Area</u>	Course Title	Reason for Deletion
---------------------	--------------	---------------------

## SCHOOL SERVICES

*These final two questions concern availability of services to students that may be related to information about postsecondary education opportunities*

- 15 How has the number of full-time equivalent (FTE) counselors at your school changed in the last 3 years?

Substantially fewer ☐      Slightly fewer ☐      About the same ☐      Slightly more ☐      Substantially more ☐

- 16 Have the number of opportunities for your students to learn about access to colleges and universities, including preparation, admission requirements, and financial aid opportunities, changed in the last three years?

Substantially fewer ☐      Slightly fewer ☐      About the same ☐      Slightly more ☐      Substantially more ☐

If opportunities have changed, please describe in what ways

- 17 Please add any additional comments you may have on this survey here

Thank you for your assistance

Survey Respondent

Telephone Number (    ) \_\_\_\_\_

School Principal (if different from respondent)

Please remember to attach your school's list of certified courses for the "A-F" subject requirements of the University of California and return this survey form to

Jeanne S Ludwig  
California Postsecondary Education Commission  
1020 12th Street  
Sacramento, CA 95814